



Methodology

VIDEOS

The benefits of learning through videos

Videos are an **essential tool in today's ELT classroom** and should be embraced as one of **the most important resources for learning** by both teachers and learners alike. Videos allow children to **engage and connect with English** in a way that written texts do not. This feeling of connection is one of the most **powerful motivational tools** available when learning a language.

Language input and review

Videos are a useful tool for introducing new language – grammar, vocabulary and functional language. They provide a **natural, more complete context for the language**, which helps learners **develop a more thorough understanding of how the language is used**.

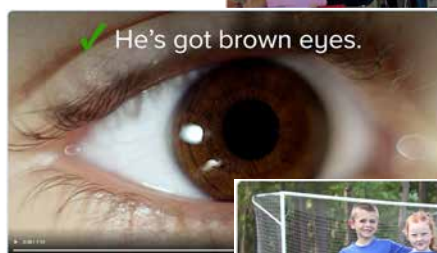
Videos give learners information about **register and pronunciation**, as well as lots of **audiovisual clues** to aid understanding like tone of voice, gestures and facial expressions. This also **helps memory retention**, especially when language is reviewed in subsequent videos.

Videos in Amazing Journey

A huge variety of **video material** is provided to support teaching with **Amazing Journey**. The videos not only offer language support but are also informative and entertaining. The videos are **accessible** both from the **zoom-in windows** on the Student's Book pages in the **Teacher's i-book** and from the **main menu** of the **Teacher's i-solutions**. All of the videos include an option to show the subtitles and transcript for further support in the classroom and at home.

>> All aboard! and Fasten your seatbelt!

In all six levels, the **All aboard!** and **Fasten your seatbelt!** videos are used to present the key unit vocabulary and grammar. They are presented and voiced by the course characters and contextualise the language from the **input lessons**. The videos support and strengthen the children's understanding of the key language before they work on the lesson activities. This **visual presentation** is a **fun and dynamic** way to present the unit language and an opportunity for a **Flipped learning** dynamic.



>> Chant

In levels 1-3, the first set of **vocabulary** in the unit is reinforced with a **catchy chant** and **accompanying video**. The video provides the children with dynamic visual support as they learn the key vocabulary from the first input lesson. The **rhythm** of the chant helps the children to remember the new words and learn to pronounce them correctly.



>> Animated story

In levels 1-4, the unit **stories are animated** to really bring the stories alive in the classroom and ensure that the children are **fully engaged** with the content. The videos keep the children **attentive** and **support their understanding** of the text. Further questions in the **Activity Book** support their understanding of the story and the **emotions and values** skills focus.



>> Phonics

In levels 1-3, the **phonics sounds** are further developed in a **phonics chant**, supported by **fun animated video support**. Understanding of the unit sounds are further developed in the **Activity Book** to help with writing and pronunciation.



>> Song

In levels 1-3, the second set of **vocabulary** in the unit is reinforced with an **upbeat song** and **accompanying video**. This not only provides an opportunity to focus on the children's **musical development**, but also provides a fun way to **reinforce and remember** the key vocabulary from the second input lesson. The video provides children with additional **visual support** as they remember the new words and learn to pronounce them correctly.



>> Functional language

In levels 5-6, a video featuring the **course characters** using the **target language** from the page provides an opportunity for the children to **see and hear the language** being used in a **real-life situation** by a **child of their age**. The material on the **page** is divided into clearly structured **Before you watch**, **Watch** and **After you watch** sections to set the scene and context in order to **stimulate children's interest** and their **existing knowledge** of what to do or say in a particular situation. Finally, the children consolidate their learning in an activity in the **Activity Book**.

>> Cultural window

In levels 1-2, the **Cultural window video** offers children the opportunity to develop their **viewing skills** and **intercultural awareness**. The children learn about an element of an **English-speaking country**, really bringing the country and the language to life. The additional questions in the **Activity Book** to ensure comprehension are also structured as **Before you watch**, **Watch** and **After you watch** sections to make the material accessible and enjoyable for the children.





>> Virtual tour

In levels 3-6, a local child takes the viewer on a **Virtual tour** as they explain a cultural theme from their **English-speaking country**, linked to the content of the unit. The video offers children an opportunity to develop their **viewing skills**. Each attractive, real-world video is introduced by **a child from the country** to encourage **intercultural awareness**. The material on the page is also structured as **Before you watch**, **Watch** and **After you watch** sections to make the material accessible and enjoyable for the children. There are further questions in the **Activity Book** to ensure comprehension. Finally, the children can turn to their **Passport** in order to record the new information on a map of the world to **contextualise their learning** and draw their attention to the **global presence** of the English language.

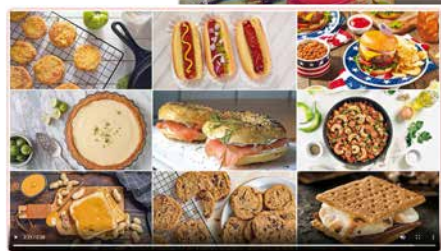


>> Presentation tips

In levels 5-6, the **project presentation** step is supported by a **Presentation tips video**. The **course characters** give the children **examples** of good and bad presentations as they try the tips out for themselves and give each other feedback. The children are then encouraged to **apply their new knowledge** to improve their own presentations and develop their **public speaking skills**.

>> Our trip to...

In levels 3-6, the term reviews are supported by a **dynamic video** adding to the children's **exciting intercultural experience**. The video presents the country and topic in focus on the page in order to stimulate interest and curiosity and create a base for further investigation for the task in the section. The material on the page is also structured as **Before you watch**, **Watch** and **After you watch** sections to make the material accessible and enjoyable for the children.



Richmond Grammar Channel

This is a series of more than 100 fun animated presentations that **bring grammar to life** for **young digital natives**! They feature a character called **Grammar Gadget**, an enthusiastic smartphone in training. It interacts with a group of youngsters on a wide variety of digital platforms such as chats and apps. Through their interactions, Grammar Gadget **learns new grammar**, saving it onto its system and **building on previous knowledge**. Grammar Gadget presents the grammar rules in a **systematic and standardised** way, **breaking down each grammar point** on the screen and **highlighting the key structures**, to aid the understanding of each rule and support the **student's long-term learning and memory**.

